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AUTHOR	Williams, Sally
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ABSTRACT

The Committee on Children's Television (CCT) and five commercial television stations in San Francisco designed and broadcast television messages for children to help them to develop healthy eating habits and sound consumer skills. Surveys showed that: 1) children aged 9-13 spent about $10 per month, mainly for toys and sugar-related snacks; 2) that children's purchases were influenced by television; and 3) that children were skeptical about the credibility of television commercials. A consumer message team was developed by CCT and the stations, consisting of experts on medicine, nutrition, child development, and television production, along with diverse groups of parents. A series of educational "sports" or "ads" were produced and televised; indications were that these had an impact upon children's behavior. Guidelines for establishing a community-broadcaster consumer education group were created and suggestions were developed regarding how three programing formats--commercial spots, general entertainment, and public service programs--could be used to deliver consumer messages to children. (PB)

COMMITTEE ON CHILDREN'S TELEVISION, INC.

(415) 626-2896

1511 Masonic Avenue, San Francisco, California 94117

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TELEVISION AND THE YOUNG CONSUMER

An Analysis of Consumer Needs of Children and a Proposal for the Utilization of Television to Meet These Needs

Presented by

Sally Williams

INTERNATIONAL FESTIVAL OF CHILDREN'S TELEVISION
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Prepared by

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Text: Sally Williams
Executive Director, CCT

Pilot Study Conducted by:

Barbara McKenzie, Intern
Northwestern University

There was a child went forth every day,
and the first object he look'd upon, that object he became,
and that object became part of him for the day or a certain part of the day
or for many years or stretching cycles of years.

Walt Whitman

IR 000 450

INTRODUCTION

Over a year ago, under the auspices of the Committee on Children's Television, five of San Francisco's television stations joined together with CCT in the unique adventure of designing consumer messages for children to be broadcast during children's viewing time. The project was conceived after consultation with racially diverse parents and professionals in the community revealed a need for television to help children develop healthy eating habits and sound consumer skills.

When CCT was invited by Action for Children's Television to make a presentation of the inter-station/CCT television consumer message project, CCT felt that it would be desirable to engage in a special followup project in order to respond to ACT's question Consumer Education for Children--Will It Work? We felt that the first step was to ascertain the consumer habits of children: how much money they had to spend, what they spent it on, and most importantly what influenced their purchasing decision.

Today I would like to discuss five consumer education topics which CCT considered in preparing this report:

1. The need for television consumer education directed to children;
2. The focus of consumer education research;
3. The results of the San Francisco pilot study;
4. The current San Francisco approach to television consumer education;
5. The potential of television consumer education.

THE NEED FOR TELEVISION CONSUMER EDUCATION
DIRECTED TO CHILDREN

Consumer education for children is a growing concern of government, parents, broadcasters and advertisers. The concern is a direct result of the marketing practices directed toward children which have developed as television has come to be one of the most powerful influences on the buying patterns of Americans. It has been estimated that 20 million children will each spend approximately 15,000 hours watching television before they are 18, which is more time than they will spend in a school classroom. Approximately one out of every five of those hours of television viewing is spent watching commercial messages that are designed to influence his consumer behavior. According to the Rand Youth Poll, children between the ages of 8-12 spent 2.5 billion dollars in 1973. Thus there can be no doubt that children are important consumers.

The fact that television has significantly influenced American eating habits is well known. Fifty years ago, Americans generally ate three meals a day and consumed two pounds of sugar per year. In the last few years, it has been reported that Americans are eating twenty snacks a day and consuming two pounds of sugar a week.[1] The need to utilize effectively the

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[1] Margaret Phillips, Society for Nutrition Education, University of California, March 1974, and John L. Hess, "The Unbalanced American's Diet: 20 Partials, Not 'Three Squares'," New York Times, January 3, 1974.

potential power of television to assist the millions of young American consumers is a subject that demands immediate attention.

THE FOCUS OF CONSUMER EDUCATION RESEARCH

Research in the area of consumer education for children is found in the areas of marketing, communications, mass media, home economics, child development, social psychology, and other fields. A worthwhile project in itself would have been to have attempted to consolidate some of the findings. However, we did find that there were four prevailing concepts which we considered when we designed our own study. These concepts are thought-provoking, and I would like to share them with you so that you might keep them in mind as you develop your own research or consumer education projects;

1. In 1968, the Presidents Committee on Consumer Interests produced what we think is a workable definition of consumer education for children: "the preparation of the individual in the skills, concepts, and understandings required for everyday living to achieve maximum utilization of and satisfaction from his resources."

2. In 1972, Scott Ward pointed out that the consumer needs of children were being ignored. This critic stated that while current consumer education programs focus on the school curriculum, nevertheless he found that "education efforts are aimed at consumer problems as perceived by the (adult) curriculum planner, and the objectives of such programs seem to be to impart some homilies or general practices which are presumably related to more abstract consumption goals."[2]

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[2] Scott Ward, Daniel Wackman, Ronald Faber, Gerald Lesser, Effects of Television Advertising on Consumer Socialization, Office of Child Development, 1973, page 2.

3. Children need to be considered consumers in their own right, and young consumers need special consideration. This focus treats children not merely as "potential people", but as full people with unique cognitive and developmental characteristics and with immediate consumer wants, needs, and experiences which will gradually evolve into adult experiences. This parallels Piaget's findings that children not only reason differently from adults but they have quite different world views, and literally different philosophies.

4. No final judgments can be made about the effect of consumer education on children until a consumer education program is developed that truly reaches children.

THE SAN FRANCISCO PILOT STUDY ON THE YOUNG CONSUMER

Based upon CCT's perception of the problems and our review of the literature, we designed a pilot study to ascertain consumer behavior among 9-13 year olds in San Francisco. A questionnaire was developed to ascertain the consumer habits of children: how much money they had to spend, what they spent it on, and most importantly what influenced their purchasing decision. The sample for the pilot study included one private and one public school. Both schools were co-educational and were racially and economically mixed. The questionnaires were completed on a voluntary basis. Half were completed at home and half were completed in school, with Barbara McKenzie, the CCT intern, serving as monitor. Children between the ages of nine and thirteen were chosen because this age group can begin to differentiate fact from fantasy and product information from commercials, thus demonstrating a developing autonomy of judgment.

All of the children involved in the pilot study indicated an interest in being involved in a followup project to develop a program of meaningful consumer education.

The results of the CCT pilot study on the young consumer warrants intensive followup because the children revealed some startling information.

Cash Available to Children. CCT's pilot study found that all the children had some money available to them. Eighty percent reported a regular allowance; the median amount was $1.00 per week. Sixty-one percent reported earnings; the median amount was $1.00 per week. Eight-five percent reported receiving money as a gift, with a median amount of $10.00 and a frequency rate of up to three times per year. Ninety-three percent reported receiving special monies from parents a couple of times a month for special purchases or activities; the median amount was $2.00 to $3.00 per month. Eight-two percent reported that they did not have to spend their money on anything in particular, such as bus fare or lunch.

Expenditures of Money. All of the children reported spending almost half of their allowance on snacks each week and 57.2 percent reported spending an average of $3.00 to $4.00 each month of special request money or gift money on toys, books, games, hobbies and sporting equipment. However, when these children were asked hypothetically how they would spend $10.00, 57.4 percent reported that they would put it in a bank or save it to spend on something special. Only 3.8 percent reported

that they would spend it on snacks, and only 7 percent said that they would spend it on toys.

Since the most reliable source of income for the majority of children is their weekly allowance, CCT thinks that it would be beneficial to do a followup study on spending patterns comparing groups which receive their allowances or earnings on a monthly or quarterly basis with those receiving allowances or earnings on a weekly basis. Thus, one could determine if current spending patterns would be altered to meet the expectations that children predict for themselves when they hypothetically deal with larger sums of money.

Savings Patterns and Reasons for Savings. Our hunch that children would spend larger sums of money differently from smaller sums is substantiated by the fact that 61 percent of the children in the sample were saving for a special purpose. The mean savings was $6.26 and the mean projected cost of the item being saved for was $65.68. The items for which children were saving were ranked in order of frequency mentioned. They were: "nothing special", records, model horses, clothes, TV, 10-speed bike, motorcycle, dirt bike, doll clothes, pet, tape recorder, walkie-talkie, camera, tennis racket, fire extinguisher, pay bills, car and college. I would like you to make a firm mental note of the level of interest of 9-13 year old children for our discussion on television consumer education projects.

Expenditure of Monies from Parents. Ninety-three percent of the children reported that they asked their parents for an

average of $2.50 twice a month. This money was normally requested for a specific purpose or activity. The purchases made by children, in order of frequency, were: sports equipment, hobby supplies, models, books, games and records. The activities were confined to the following areas: movies, participatory sports (bowling, skiing, skating, and horseback-riding), field trips, museums, cultural events and spectator sports. It is important to remember that children also reported that they also spent some of their own money for the same type of purchases and activities.

Role of Parents and Friends in Consumer Decisions. Ninety percent of the children reported that they were not accompanied by a parent or adult when they purchased a snack, toy, book, game or piece of sports or hobby equipment that cost less than $1.50; rather, they were alone or with peers. Seventy-two percent of the children were with their parents when they bought items that cost $10.00 or more. However, only one child (Table VI) reported that he asked his parents for consumer information regarding the purchase. Thus, it appears that low-cost items on which children spend most of their money are usually purchased alone or with friends. This indicates autonomy in shopping along with peer group collaboration.

Role of Television in Consumer Decisions. Eighty-nine percent of the children reported that they believed "some", "only a little", or "none" of what they see on television commercials. The median falls in the "believe only a little" category.

However, 44 percent of the children reported that they purchased snacks that they saw advertised on television and 16.7 percent reported that they purchased toys, games, etc. that they saw advertised on television. The role of television in consumer decisions apparently is related to the 9-13 year old child's purchasing habits and interests. Since they have the ready cash to buy the snack advertised on television, they are pursuaded by television. But, since their interests in non-food purchases fall into categories of products not advertised on television, they tend not to place too much credence in a television commercial. Scott Ward's study for the Office of Child Development suggests that "one reason for age-related development of disbelief, or skepticism, regarding commercials may be children's direct experiences with objects advertised on television." Eight children in our sample wrote in as an explanation for their disappointment in a toy that the toy did not live up to the expectations they had from the TV ad.

There are other conclusions which may be drawn from our study but we would like to leave you with the thought that the credibility of consumer messages for children bears a direct relationship to his purchasing power and interests. It is also obvious that while the child expresses autonomy in purchasing decisions, he derives consumer information from a source that is outside his immediate adult contacts.

Consumer Information Desired by Children--Non-Food Products. Ninety-two percent of the children desired specific

information prior to purchase of non-food products. The information they sought, in order of frequency, was: cost, durability, additional parts needed, complete and/or correct assembly of item, explanation of functional principles, quality, color, scale, size and safety. Sixty-three percent of the children were disappointed in the last purchase of non-food items they made. They were disappointed because the item (1) did not work, (2) did not live up to the expectations from the TV ad, (3) was not durable, or (4) had parts missing, and (5) they felt "gypped".

Consumer Behavior--Food and Snacks. The pilot study revealed that foods and snacks absorbed a tremendous portion of the 9-13 year old's available income. The findings are that:

1. All the children individually spent about half of their allowance on snacks, and 72 percent of the snacks were sugar-related.

2. Many children purchased snacks several times a day, and sometimes substituted the snack for a meal as well as using the snack as a meal supplement. For instance:

   - 26.5 percent of the children purchased snacks before they went to school, and 20.4 percent of the children went without breakfast;

   - 60-73 percent of the children purchased snacks at lunchtime or after school, and 18.6 percent rarely ate lunch;

   - 48.6 percent purchased snacks around dinnertime, and 3.8 percent went without dinner.

We found that the snack habit of American children was carried into the family grocery shopping habits. 98.1 percent of the children reported that they usually or sometimes go grocery

shopping with a parent; 51.9 percent of the children reported that they go grocery shopping alone; 61 percent of the children reported that the only item they ever suggest for purchase is a snack or dry-sugared cereal.

The snack habit was also carried into the children's cooking habits. 90.7 percent of the children reported that they could cook or do some cooking. Thirty-two percent reported that they could cook cookies, cakes, pancakes or popcorn; 15 percent reported that they could warm up TV dinners, pizza or canned food; 29 percent reported that they could make hotdogs or hamburgers; and 22 percent reported that they could cook eggs. The fact that children do make an attempt to prepare nutritious foods is encouraging, but the fact that snack foods are prepared more frequently than other foods is further evidence that consumer education regarding the development of healthy eating habits is necessary.

Summary. Thus, as we begin to unravel the consuming patterns of the 9-13 year old child, we can begin to make some interesting observations upon which to base a television consumer education program.

It is projected that 20 million children are spending about $2.00 a week on snacks and "toys" and about $2.00 a month on other purchases. As indicated above, children have indicated a desire for additional information about the products they buy. Sugar-related snacks continue to dominate the 9-13 year old's consumer spending and eating habits.

The children reported that they are influenced by television to buy items that are within their purchasing power, that they presently do not regard television as a credible source of information about non-food purchases, but that they do rely on television as a primary source of information. Their reliability on television as a source of information is what we must tap as we develop honest and positive consumer messages.

THE CURRENT SAN FRANCISCO APPROACH TO TELEVISION CONSUMER EDUCATION

As I mentioned in the introduction to this report, CCT undertook the study of the young consumer because it had ascertained that a television consumer education program for children was desirable and that CCT needed information from children in order to make the San Francisco experience in televised consumer education more effective. Data that we have gathered from our pilot study has provided us with the evidence that the consumer education project that we undertook nearly two years ago is on target, worthwhile, and should be expanded.

The San Francisco consumer message team was created by CCT in cooperation with the commercial television broadcasting stations in the Bay Area. The team effort has a logical division of responsibilities. CCT provides topic advisors who serve on a rotating basis depending on the subject of the consumer message. The team usually includes a medical practitioner, a child development expert, a nutrition expert, and representatives of the racial and ethnic groups of the Bay Area. The television stations provide the production expertise.

The monthly meetings of the team follow a fairly consistent pattern. A topic for a consumer message is introduced and the discussion revolves around the facts to be presented and the capability of television to treat the facts in a convicing and persuasive manner. Prior to the next meeting, television station representatives contact CCT advisors individually for assistance in the development of a concept. The next meeting focuses on the presentation of dialogue or storyboards in which the facts presented are verified and the level of impact on children is placed into age-specific frameworks. The final meeting in a cycle is devoted to the presentation of the final spots which bear the tag "Produced in Cooperation with Bay Area Stations and the Committee on Children's Television". Each station produces several copies of a spot so that all stations can exchange spots. Each station contributes its own production costs.

I would like to run a few films of the nutrition spots so that you can get an idea of what kind of consumer messages San Francisco children are presently receiving. Before doing so, I would like to mention that many of the San Francisco spots are presented bi-lingually because approximately 39 percent of the children enrolled in San Francisco schools speak a primary language other than English.

Even though we have not done an impact study on the spots, we can report that children notice the spots, that they

refer to them as "ads", and that their parents have reported to us that children call them to the TV to see the spots as well as requesting some of the suggested snacks. Additionally, we have found that several of the stations involved in producing the spots have carried over some of the ideas into their other programming for children. We believe that this is a positive indication that a cooperative and affirmative effort between the community and broadcasters can result in better television programming for children.

If you are interested in following our example, we have attached our guidelines for establishing a community/broadcaster consumer education group.

THE POTENTIAL OF TELEVISION
CONSUMER EDUCATION

> "From the point of view of a social scientist, the normal American family now consists of a father, a mother, 2.4 children, and one television set. Along with the parents, this new family member must accept his full measure of responsibility for the human, or inhuman, quality of the new generation of Americans."
>
> Dr. Urie Bronfenbrenner

As has been demonstrated by many of the groups which are here today, children have been exploited unmercifully by advertisers. We concur in the view that the amount of advertising on television for children should be drastically reduced, if not eliminated. However, we believe that television has the

potential to change from an exploiter to an educator of children. We believe that television can be an important source of consumer education for children.

The primary concern of this report is how television can treat consumer education in a manner that has the support of children, government, parents, teachers, advertisers, and broadcasters. There are three types of programming which can be used to bring children consumer messages:

1. the "commercial" format (30-60 seconds);
2. general entertainment programming; and
3. public service programs.

Commercial Format. The recent trend of persuasive television messages (commercials) have focused on the consumption styles and moods associated with the product rather than on information about the product. In 1955, Reisman and Rosenberg speculated that children learn the styles and moods of consumption from their peers. CCT speculates that is is important that "style and mood" be an important element for 30-60 second consumer message spots and that children be shown in the spots because of the importance of peer group influence. While "style and mood" consumer messages best lend themselves to the repetitive information format of an ad, this technique can also be incorporated into regular program formats. It is particularly useful when it is used as a milieu to deliver more complex consumer messages.

General Entertainment Programming. Program formats of such shows as "The Brady Bunch", "The Partridge Family", "The Waltons" and "The Jackson Five", regularly viewed by children, offer significant opportunities for consumer education. If the plots of these shows placed characters into positions of having to make a consumer judgment about products or consumption goals that are relevant to the young viewer, children would have the opportunity to participate in vicarious experiences that would help develop their ability to make sound consumer judgments.

Public Service Programs. In addition to commercial or general entertainment formats, specially-designed programming can be extremely effective in presenting "hard facts" about consumer issues to children; for example, news or panel shows hosted by children and "hot lines" manned by children and adults, documentaries and other special programming.

As we have previously stated, CCT's pilot study was undertaken to serve as an impetus for further research into the needs, interests and problems of children. In the development of research or consumer projects, CCT suggests that you consider carefully the following:

1. the development of consumer education programs that foster the maximum satisfaction of a child's needs and best utilizes the resources available to a child;

2. the avoidance of consumer education programs for children that concentrate on adult consumer behavior; and

3. the development of programs that focus on children as people with unique cognitive and developmental characteristics and with immediate consumer information needs.

We would also like to leave you with the reminder that children do seek consumer information but that the study we initiated indicates that these children seek information about fairly sophisticated products which exact information about the durabability, functional principles, and quality identifications that children deem necessary prior to making a purchasing decision.

Children wanted to know:

- how to buy a battery;
- how to pick a bicycle;
- how to find a good, nutritious and inexpensive snack;
- how to choose and care for a pet;
- how to cook a nutritious snack;
- how to get the most out of an allowance (earnings or gifts);
- how to decide whether it is more advantageous to rent sports equipment or buy it;
- how to choose between a record and a tape cassette; and
- how to evaluate safety factors of hobby equipment.

There were also questions on consumer skills and attitudes that were raised by adults who studied the results of the CCT pilot study. The adults felt that there was a variety of information that they would like to see made available to children at a child's level of interest. These were:

- how to make money work through choice of bank or savings institution (55.6 percent of the children had a median of $69 or a mean of $303 in the bank);

- how to size up the merchandising techniques utilized by a store to influence consumer behavior--for example, shelf placement and location, special displays, prominence of convenience foods (81 percent of the children in Scott Ward's study made consumer decisions "by looking around the store");

- how to read a lable on a package or can (30 percent of the children in our study sought consumer information from the package itself);

- how to assess the freshness, quality and proportion of nutritional ingredients when grocery shopping (51.9 percent of the children in our study reported that they went grocery shopping alone for their family);

- how to learn some eating habits from the experiences of other cultures (even though nearly half of the children in this sample came from families in which staple food items such as beans and greens have traditionally been a mainstay of their diet, the children indicated that they had adopted a snack habit);

- how families communicate and interact using meal times as a relaxing interlude to share ideas and experiences (33.3 percent of the children in our sample watched television while they had dinner);

- how to understand sales gimmicks (38.9 percent of the children asked their parents to buy packages for the coupon attraction; 50 percent of the items sent for were toys and 50 percent of the children were dissatisfied with their purchase);

- how to communicate visually. This generation of children has never known a world without television as a primary source of information. 97 percent of American homes and 50 percent of American classrooms have a television. Children need to have the opportunity to learn how to understand, evaluate, and use visual communications techniques.

Broadcasters, in fulfilling their obligations to serve the public interest, are required by the FCC to engage in public service programming. It is up to your group and organizations in the community to ensure that local stations are fulfilling this obligation in a manner designed to serve the young consumer.

The outlook for the effective utilization of television in the consumer education process is uncertain. It is up to you to make it work so that this future generation of Americans can grow wisely and make an effective contribution to their society. This generation's health and their consumer skills are dependent on their opportunity to make wise and well-considered consumer decisions. Government can help by providing guidelines for advertisements and consumer information, parents can contribute through family discussions and interaction, teachers can help by utilizing consumer information in class projects, and broadcasters and advertisers can help by taking the essential steps necessary to make the information from such efforts available to the widest audience of children possible. However, in the final analysis, the prospect for consumer education cannot be measured until a program of consumer education is developed that truly reaches children.

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SUMMARY OF

PILOT STUDY

TABLE I — SOURCES OF MONEY

Category	Response	#	%	Frequency	Range	Median	
Allowance	yes	43	80	1/wk	.05 - 7.00	1.00	
	no	11	20	-	-	-	
Earnings	yes	32	61	1/wk	.10 - 15.00	1.00	
	no	22	39	-	-	-	
Gifts	yes	46	85	2-3 /yr	.25 - 50.00	10.00	
	no	8	15	-	-	-	
Special	yes	50	93	2/mo	.10 -100.00	2.00	purchases
Requests	no	4	7	-	-	3.00	activities

TABLE II — REQUIRED EXPENDITURES OF OWN MONEY

Response	#	%	Amount	Purpose
Yes	11	20.4	undetermined	busfare lunch
No	43	79.6	-	-

TABLE III — AMOUNT OF OWN MONEY SPENT ON LAST NON-FOOD PURCHASE

Response	#	%	Range	Median
Yes	50	92.6	.05 - 36.93	2.69
No	4	7.4	-	-

Purpose (in order of frequency mentioned): records, clothes, hobbies (jewelry making, stamp collecting), and bike parts - remainder undetermined.

TABLE IV — AMOUNT OF OWN MONEY SPENT ON LAST ACTIVITY

Response	#	%	Range	Median
Yes	43	79.6	.05 - 14.00	1.77
No	11	20.4	-	-

Purpose (in order of frequency mentioned): movies, participatory sports (skating, bowling, horseback-riding), field trips, parks, cultural events, and dues.

TABLE V — EXPENDITURES OF SPECIAL REQUEST MONIES

Purpose (in order of frequency mentioned): movies, participatory sports (bowling, skiing, skating, horseback-riding), field trips, museums, cultural events, and sporting events.

TABLE VI — AMOUNT OF MONEY IN PIGGY BANK

Response	#	%	Range	Median
Yes	46	84.3	.10 - 40.00	7.24
No	8	15.7	-	-

TABLE VII — AMOUNT OF MONEY IN BANK*

Response	#	%	Range		
Yes	30	55.6	.50 - 2,000.00 (- 900.00)	Median	(69.00)
				Mean	(303.71)
				Mode	(00.00)
No	24	44.4	-	-	

*We neglected to ask the source of this money or whether or not the children had control of it. We think the $2,000 figure threw this off.

TABLE VII — AMOUNT OF MONEY BEING SAVED

Response	#	%	Range		
Yes	33	61.1	.25 - 98.00	Median	(4.00)
				Mean	(6.26)
No	21	38.9	-	-	

TABLE IX — ESTIMATED COST OF SAVINGS ITEM

Response	#	%	Range	Mean
Yes	30	55.6	.25 - 2,000.00	65.68
No	24	44.4	-	-

TABLE X — ITEMS FOR WHICH MONEY IS SAVED

(In order of frequency mentioned): Nothing special, records, model horses, clothes, TV, 10-speed bike, motorcycle, Honda dirt bike, doll clothes, pet, tape recorder, walkie-talkie, camera, tennis racket, fire extinguisher, pay bills, car, college.

TABLE XI — ESTIMATED UTILIZATION OF $10.00 BY %

Expense Category	$.00	$.50	$1.00	$1.50	$2.00	$3.00
1. Books, toys, games, hobby equipment	70.4	-	-	1.9	1.9	11.1
2. Entertainment	87.0	1.9	-	-	3.7	1.9
3. Snacks (1 week)	88.9	1.9	5.6	-	1.9	-
4. Something special	64.8	1.9	1.9	-	1.9	-
5. Put in bank	72.2	-	5.6	-	1.9	-
6. Put aside for later decision	63.0	-	1.9	1.9	1.9	1.9
7. Other	92.6	-	-	-	-	-
	$4.00	$4.50	$5.00	$6.00	$9.00	$9.99
1. Books, toys, etc.	1.9	-	5.6	-	-	7.4
2. Entertainment	1.9	-	-	-	-	3.7
3. Snacks	-	-	1.9	-	-	-
4. Something special	1.9	-	-	3.7	1.9	22.2
5. Put in bank	3.7	-	3.7	-	-	13.0
6. Later decision	1.9	1.9	1.9	1.9	-	22.2
7. Other	-	-	-	-	-	7.4

Listed under "Other": books, pay bills, bank, stocks & bonds, clothes, dating, gifts, movies, donation to charity

TABLE XII % CHILDREN SHOPPING WITH/WITHOUT ANOTHER PERSON

Item	Parent	Friend	Sibling	Alone
Shoes	92	4	0	4
Birthday Present	43	22	6	29
Purchase $10.00 or more	72	6	9	29
Purchase $4.00 - $6.00	46	17	10	27
Purchase $.50 - $1.50	8	28	2	62
Snack	11	30	4	55

TABLE XIII AMOUNT OF OWN MONEY SPENT ON SNACKS IN THE WEEK PRIOR TO TESTING

Response	#	%	Range	Median
Yes	54	100	.00 - 3.00	.45
No	-	-	-	-

TABLE XIV FAVORITE SNACKS

Item	% of Children Purchasing	Times Purchased
Candy or gum	42	159
Fruit	4	36
Cookies or cake	8	25
Milk	8	53
Soft drinks	2	54
Popcorn, potato chips	14	58
Ice cream	22	58

TABLE XV TIME OF DAY SNACK PURCHASED AND MEALS CHILDREN DID WITHOUT

Category	% of Children
Snack before School	26.5
No or Rare Breakfast	20.4
Snack at Lunchtime	60.4
No or Rare Lunch	18.6
Snack in the Afternoon	73.5
Snack at Dinnertime	48.6
No or Rare Dinner	3.8

TABLE XVI SNACK PURCHASING LOCATIONS

Location	% of Children	
	Very Often/Occasionally	Rarely/Never
Vending machine	37.6	62.2
Specialty store	75.5	24.5
Drive-in	9.5	90.6
Corner grocer	79.3	20.7
Supermarket	58.5	41.5
School	5.7	94.3

TABLE XVII INFLUENCE ON SNACK PURCHASE OF CHILDREN

Category	% of Children Receiving Suggestion	% of Children Purchasing Suggestion
Snacks suggested by parents	44	71
Snacks suggested by friends	68	78
Snacks advertised on TV	-	44

TABLE XVIII % CHILDREN WHO GROCERY SHOP WITH PARENT

Usually go	Sometimes go	Never go
25.9	72.2	1.9

TABLE XIX % CHILDREN WHO GROCERY SHOP ALONE FOR FAMILY

Yes	No
51.9	48.1

TABLE XX FOOD ITEMS CHILDREN SUGGESTED FOR PURCHASE

Category*	% of Children
Snacks (desserts, chips, candy, soft drinks)	48
Cereal (dry, sugared)	13
Fruit or vegetable	11
Milk	9
Meat or Poultry	9

*No other categories named

TABLE XXI SOURCE OF IDEA FOR GROCERY STORE PURCHASE SUGGESTION

Category	% of Children
Previous food preference	79.6
Ate at friend's house	6.1
Someone's suggestion	0.0
Saw on TV	8.2
Other	6.1

TABLE XXII CHILDREN'S COOKING SKILLS

Response	#	%
No cooking	5	9.3
Some cooking	39	72.2
Can cook	10	18.5

TABLE XXIII TYPES OF FOOD CHILDREN COOK BY %

Category	Frequency
Hot dogs, hamburgers, bacon	29
Eggs	22
Warm-up foods (TV dinner, pizza, soup, canned or frozen food)	15
Pies, cakes, cookies, corn bread	12
Pancakes	10
Spagetti, rice, potatoes, fries	7
Popcorn	4
Grilled cheese, tacos, beans, ham hock	4

TABLE XXIV DINNER CUSTOMS

Category	% of Children
Eat with family and talk	63.0
Eat alone	0.0
Read while eating	3.7
Watch TV while eating	33.3

TABLE XXV FAMILY DECISION PROCESS FOR RESTAURANT

Category	% of Children
Parent decision	27.8
Parents consult children, but make decision	37.0
Children decision	35.0

TABLE XXVI TYPE OF RESTAURANT CHOSEN

Category	% of Children
Franchised food chain	45.4
Ethnic (Mexican, Chinese)	29.0
North American	25.6

TABLE XXVII FREQUENCY EATING OUT

Category	#	%
Twice a week	34	63.0
Once a week	20	37.0
Twice a month	0	0.0
Once every 2 months	0	0.0
Less often	0	0.0

TABLE XXVIII — CHILDREN WHOSE LAST PURCHASE WAS:

	Model	Hobby	Book	Game	Record	Sports Equipment
#	7	10	7	7	4	15
%	14	20	14	14	8	30

TABLE XXIX — COST OF LAST ITEM PURCHASED

Response	#	%	Range	Median	Frequency
Yes	54	100	$1 - $38	$3 - $4	monthly
No	0	-	-	-	-

TABLE XXX — WHY PURCHASED

	Made well	Looked Good or Interesting	Liked it or Wanted it	Fun to use	Need	Gift
#	1	4	14	7	10	3
%	3	10	36	18	25	8

TABLE XXXI — WHERE PURCHASED

	Dime Store	Discount Store	Dept. Store	Toy Store	Grocery Store	Drug Store	Specialty Store	Mail Order, Garage Sale, on Street
#	5	3	5	4	5	1	13	4
%	13	7	13	10	13	2	32	10

TABLE XXXII — INFLUENCE ON PURCHASE DECISION BY %

Response	Asking Parent	Friend had It	Advertised on TV
Yes	46.3	35.2	16.7
No	53.7	64.8	83.3

TABLE XXXIII — DISAPPOINTMENT WITH PURCHASE

Response	#	%
Yes	34	63.0
No	20	37.0

TABLE XXXIV — REASON FOR DISAPPOINTMENT

	Didn't Work	Didn't Live up to Expectations	Not Durable	Parts Missing	Felt Gypped
#	8	8	5	1	2
%	33	34	21	4	8

TABLE XXXV PRE-PURCHASE QUESTIONS RE: MODEL

	Cost	Durability	Additional Parts Needed	Faulty Assembly	How It Works	Quality	Color, Scale, Size	Safety
#	18	9	7	7	7	6	7	1
%	29	13	12	12	12	9	12	1

TABLE XXXVI SOURCE OF ANSWERS FOR PRE-PURCHASE QUESTIONS

	Salesperson	Own Experience	Friend	TV	Package	Parent
#	5	7	4	4	9	1
%	17	23	13	13	30	4

TABLE XXXVII SOLUTION TO EXTRA PARTS NEED PROBLEM BY %

Spend Extra Money	Don't Buy Until Money Available	Don't Buy
42.6	37.0	20.4

TABLE XXXVIII WHY TOYS BREAK BY %

Played with too Roughly	Played with Wrong Way	Not Made Well
22.2	24.1	53.7

TABLE XXXIX SOLUTION FOR BROKEN TOY BY %

Tried to Fix It	Took It Back to Store	Threw It Away
57.4	22.2	20.4

TABLE XXXX REQUESTS TO PARENTS TO BUY PACKAGE FOR PRIZE OR COUPON

Response	#	%
Yes	21	38.9
No	33	61.1

TABLE XXXXI ITEMS SENT FOR WITH PACKAGE COUPONS

	Books	Toys	Watch	Jewelry	Poster	Income Project
#	4	9	1	2	1	1
%	24	50	5	11	5	5

TABLE XXXXII ITEM LIKE THE PACKAGE DESCRIPTION?

Response	#	%
Yes	18	50.0
No	18	50.0

TABLE XXXXIII — QUALITY OF COUPON ITEMS

	Good	Bad
#	21	15
%	58.3	41.7

TABLE XXXXIV — CREDIBILITY OF TV COMMERCIALS

	Believe Everything	Most	Some	Little	None
#	0	6	21	19	8
%	0	11	39	35	15

COMMITTEE ON CHILDREN'S TELEVISION, INC.

(415) 626-2896

1511 Masonic Avenue, San Francisco, California 94117

SUGGESTED GUIDELINES FOR PUBLIC SERVICE ANNOUNCEMENTS DEVELOPED COOPERATIVELY BY TELEVISION STATIONS AND COMMUNITY CONSULTANTS

THE CHILDREN'S PUBLIC SERVICE ANNOUNCEMENT COMMITTEE

A Joint Project of
Bay Area Television Stations and the Committee on Children's TV

San Francisco, California

These guidelines have been developed in response to requests for information about the public service announcements aired for children on San Francisco Bay Area television stations. The guidelines have been designed to encourage other communities to discover and utilize their own resources to create television spot announcements designed to serve the needs of children. All comments in these guidelines are based on the experience of the San Francisco committee.

IDENTIFICATION OF NEEDS:

Through consultation with professionals, educators and parents, the San Francisco PSA Committee identified five priority areas of children's needs which television might address. These areas of need are:

1. the need to be informed about one's local environs
2. the need to be exposed to the cultural and ethnic diversity of the local area
3. the need to develop constructive means of resolving conflict
4. the need to develop healthy eating habits, and
5. the need to develop sound consumer skills.

After determining these needs, CCT and local television stations decided that one useful technique to meet these needs was the Public Service Spot Announcement (PSA).

ORGANIZATION OF PROJECT COMMITTEE:

In 1972, with the Committee on Children's Television acting as project coordinator, community resource people suggested by both the television stations and the CCT Advisory Board were invited

The major work of the design and production of the PSA's was done at each station. Each station prepared storyboards and tapes of PSA's which were based on the ideas developed in the Committee's discussions. By mutual agreement, each station supplied all other stations with video tapes of their PSA's, enabling multiple station use of each PSA. Although each PSA bears the credit, "Produced by Bay Area Television Stations and the Committee on Children's Television," most of the PSA's carry the unique mark of a stations' creative style.

Thus far, eleven PSA's are on the air and others are in the works. (AFTRA provided clearance for the contributed services of on-air performers).

EXAMPLES OF PSA'S THUS FAR DEVELOPED:

KTVU-TV: Two puppets carry on humorous and educational dialogues about nutrition and good eating habits. Confronted by an open box of candy, one puppet states that he won't eat it all at once because then he "wouldn't have room for the good stuff." "What's the good stuff?" asks his puzzled friend, and the first puppet proceeds to smack his lips and describe vegetables, fruit, and meat in such tantalizing forms that his friend decided to pass up the candy completely.

KPIX-TV: Several children are playing outdoors. Close-ups show them biting an apple or carrot (with sound effects), and a voice points out that fruit and vegetables not only taste good, but they sound good too. The children's obvious enjoyment suggests that these foods are an exciting experience -- one everyone should try. "Eat the good foods too," the spot concludes, "It's only fair."

KRON-TV: "Paul Protein" and "Carlos Calcium" are two cartoon characters who introduce two PSA's on what each basic food group can do for a child's body. Each cartoon character is shown with young children while singing a song describing the foods in which he can be found as well as showing the children examples of foods in which he is found. These characters were developed by the Agricultural Extension Service of the University of California. Many schools and child centers have posters depicting the characters. Thus it is hoped that some children will have a special way to relate to this televised message.

FUTURE PLANS:

Additional bilingual spots on consumer skills will be developed by the PSA Committee. Other spots are being developed that expose children to the cultural and ethnic diversity of the San Francisco Bay Area. Some of these spots will continue to stress nutrition for they will present some of the interesting ethnic foods available in the Bay Area. (Ever try a taco for breakfast?...delicious and nutritious). Other PSA's in the series will spend a moment introducing children to some of the unique aspects of his local environs. Nearly all of the PSA's involve multi-ethnic participants with some spots especially emphasizing aspects of cultural diversity in order that these children who rarely see a face like their own on television will have the pleasure of a televised identification. Lastly, it is hoped that plans to televise some of the spots in Spanish and Chinese will be finalized in the near future.

BUDGET:

The PSA Committee does not have an operating budget. All of the Advisors contribute their services. The stations contribute technical, production and broadcast costs out of their public service budgets.

ADDITIONAL INFORMATION:

If more detailed information is desired, please contact the Committee on Children's Television, 1511 Masonic Ave., San Francisco, California, 94117. Although it is possible for the Committee to make story boards, scripts, and video tapes available, at cost, our intention for publicizing the spots was to encourage other communities to embark on their own imaginative project to design PSA's especially developed to meet the needs of children in each of the communities between the "Redwood Forests" and the "Gulf Stream Waters."

PARTICIPANTS IN THE SAN FRANCISCO PSA COMMITTEE:

KBHK-TV (Kaiser Broadcasting)
KEMO-TV *
KGO-TV (American Broadcasting Company)
KPIX-TV (Westinghouse Broadcasting Company)
KQED-TV*(Bay Area Educational Television Association)
KRON-TV (Chronicle Broadcasting Company)
KTVU-TV (Cox Broadcasting Company)

CONSULTANTS AND COMMUNITY REPRESENTATIVES:

Arthur Berger, Prof. of Social Science, Calif. State Univ., S.F.
Barbara L. Cohen, San Francisco Unified School District.*
Bradford Cohn, M.D., Director of Pediatrics, St. Mary's Hospital, S.F.
George C. Conklin, Director, Media & Community Project, United Church of Christ, S.F.
Lehman Brightman, Native Americans for an Affirmative Image.*
David Elliott, Consultant in Education.
Joanne Ikeda, Nutrition Technologist, University of California, Berkeley.
Frances Knudtson, Child Psychologist.
Manuel Larez, League of United Latin American Citizens.*
Julita T. McLeod, Principal, Bret Harte School.*
Betty de Lesada, San Francisco Unified School District.*
Helen Ullrich, Education Director, Society for Nutrition Education and Univ. of Calif.
Lucinda Lee, Chinese for Affirmative Action.*
Dr. Carolyn B. Block, Bay Area Assoc, of Black Psychologists.*

* 1973 new members